DOCUMENT RESUME

ED 124 946 CS 202 769

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TITLE Putting It in Writing: Some Notes on the Teaching of Composition.
INSTITUTION National Association of Secondary School Principals, Reston, Va.
PUB DATE Jun 76
NOTE 13p.
AVAILABLE FROM NASSP, 1904 Association Dr., Reston, Va. 22091 ($0.50)
JOURNAL CIT Curriculum Report; v5 n4 Entire Issue Jun 1976

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Basic Skills; *Composition (Literary); Educational Needs; Educational Objectives; *Evaluation Needs; *Teaching Methods; *Writing Skills

ABSTRACT

This report examines some of the issues and practices currently receiving attention in schools and colleges related to establishing an effective means of encouraging the writing competencies of young persons. Some of the suggestions include a shift in instructional approaches as far as elective and required courses are concerned; examining and evaluating instruction in writing; more advice and assistance for students as the writing process progresses; more use of critical comments for guidance rather than grading purposes; and using "sentence-combining" as a technique for improving writing skills. This report also discusses writing assessment and teaching models, the College Entrance Examination Board, the pros and cons of essay tests, National Assessment of Educational Progress, and the Advanced Placement Program English Examination. Also included are brief descriptions of twelve innovative high school writing programs. (TS)

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Research
Ideas
Practice

CURRICULUM **Report**

FROM THE CURRICULUM SERVICE CENTER / NASSP

Vol. 5, No. 4 June 1976

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NATIONAL INSTITUTE OF EDUCATION

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Putting It in Writing
Some Notes on the Teaching of Composition

Not Exactly News

Considerable concern has been expressed recently about the alleged decline in the writing competence of our people--mainly our young people. However, difficulties and inadequacies in our efforts to teach young people to write effectively are not of contemporary origin, routed out by diligent investigation by NBC, AP, and President Ford's speech writers; they have been a source of chronic concern to English teachers and other adults, in and out of educational circles, for many years. New efforts are being made by schools and colleges to find more effective means for treating this concern, and some of the issues and practices receiving attention are looked at briefly in this Curriculum Report.

Constructive Steps to Report

A different mix of elective and required courses may help. There is no denying that the introduction of elective courses in English, either as supplements to or replacements for, the customary set of required, sequential courses has done much to enrich the study of this discipline for students, and to use the intellectual talents of many teachers to better advantage. This shift in instructional pattern has, however, given numbers of students freedom to choose courses that require only a minimum of writing, and offer little critical assistance in improving their writing skills.

This situation has led some teachers to take a broadly negative attitude toward the whole idea of electives in English, a generalization that seems not to be justified. Nevertheless, so long as at least a minimum ability to write is considered essential for personal and economic reasons, some curtailing of this freedom not to learn may be necessary.

Some schools have made such readjustments. Students may be required to take a specified course in composition; others may elect one or more courses that concentrate on writing for one use or another, or are planned for students of varying degrees of academic ability.

Paradoxically, a number of high schools that offer a variety of options related to writing, either as part of an elective pattern or in addition to a required basic English program, are finding that students--especially upperclassmen--are selecting these options with growing frequency. It is difficult to resist the temptation to

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conclude therefrom that student reaction to instruction in writing in times past has been more a case of resistance to the traditional context and focus of that instruction than a rejection of the goal of acquiring greater skill in writing.

■ But is there really a decline in writing skills? In situations like this it is easy to argue from the-snows-were-deeper-when-I-was-young premise without checking more up-to-date statistics, not to mention some of the data from times gone by. In current discourse, heated statements often are mistaken for cold facts.

To ask if there has been a decline in writing ability may be to ask the unanswerable question, since, as Ralph Tyler and other competent observers of the educational scene note, the purposes for writing have declined in the outer society. But in a report for the National Manpower Commission, Tyler states: There is hardly a job that doesn't require the basic skills of reading, writing, and computation...(But) we forget that school never was planned to be the total arena for learning. It can't both teach the skills and offer opportunity to practice them. The outer society must demand writing skills and put priority on them since the school cannot do everything.

The more significant issues, then, seem to be not whether there has been some kind of overall decline, but, rather: (1) what minimum performance levels ought to be insisted on for which students with what personal and occupational objectives; (2) what instructional procedures and settings show most promise for aiding students to these ends; and (3) what evaluation processes and materials will give students and the school the most meaningful evidence of the progress students are making toward their goals?

It is encouraging to see that the number of secondary schools taking this realistic approach toward the differentiation and evaluation of instruction in writing is growing.

■ More writing experiences are needed, but of what kinds? One essential condition for improving writing skills is provision of abundant and varied opportunities to write. Hence, the urging in and out of school that increased amounts of writing be required of high school students. However, "more"--by itself and unqualified--can produce an academic disaster, engulfing teachers as well as students--an outcome many adults can attest to from their own experiences with the weekly 500-word theme, usually assigned on Friday and due on Monday. Along with more writing must go more of some other supportive conditions such as:

- ✓ More advice and assistance for the student as the writing act progresses.
- ✓ More use of critical comments for guidance rather than grading purposes.
- ✓ More use by teachers of written forms other than the essay as teaching/learning vehicles and as evidence of competence in writing.
- ✓ More instructional time for the teacher.
- ✓ More use of student-generated written materials as models to illustrate reasonable and attainable levels of writing proficiency.
- ✓ More effort by teachers to relate other disciplines to writing activities.

A host of new practices are contributing to the revitalization of the teaching of writing. Significant innovations in curriculum fields such as the physical sciences and social studies tend to be natural attention-getters, able to attract and hold the support of school people and the public. The teaching of writing, unfortunately, seems to have few eye-catching qualities. As a result, most adults are unmindful of the many creative efforts that teachers of English are making to increase the value and effectiveness of their instruction in writing.

Strengthening a school's writing program requires the understanding and backing of its administrative and supervisory staff, who may be comparatively unaware of those creative efforts. Here, then, are some of the departures from tradition that have been proven in classrooms around the country:

- Using alternatives to the teacher-read-and marked-up writing assignment. For example:

  --Teacher's comments about a piece of writing are recorded so that the student can listen as he rereads his paper.

  --Students read and comment on each other's papers, having first established evaluative criteria through group discussion.

  --The class is organized as a writing workshop or clinic with ongoing discussion of the writing in progress.

- Employing more limited but probably more instructive evaluation procedures, such as:

  --Have each student do several written assignments, selecting for submission those sentences, paragraphs, or entire written pieces that the student considers to be the best.

  --Comment on the work without giving or recording a grade.

  --With the student's permission, carry on an open discussion of a piece of his writing, with the comments coming out as the work is read, in part to show students how the teacher/critic thinks.

- Using "sentence-combining" as a technique for improving writing skills.

  --The sentence is the most complex part of any paragraph. Those who have developed sentence-combining techniques and exercises believe that these procedures will help the student to master the paragraph and then sequences of paragraphs.

  Teachers who are unfamiliar with this technique can obtain information about it in publications such as Transformational Sentence-Combining by John C. Mellon, 1969; and Sentence Combining by Frank O'Hare, 1973. Both are published by the National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. Sentence Combining: A Composing Book by William Strong (Random House, 1973) is one of the student textbooks available commercially.

Writing Assessment and Teaching Models

Instructors teach writing primarily by assessing what their students have written. Many of the procedures used in developing, reading, and scoring national assessments of student writing can be of value to a teacher who is trying to assess his own class.

CEEB Essay Test Demanded

Many educators believe the multiple-choice SAT verbal test is not a valid measure of writing. Employers and college officials want the high schools to re-emphasize writing skills. A group of Ivy League college deans and the National Council of Teachers of English (NCTE), which represents 80,000 language arts and English teachers and professors, have asked the College Board to add a writing test to its battery of national examinations. As a result of the demand, six regional assemblies of the CEEB since January have debated four alternative proposals for school and college representatives to vote upon:

--A 20-minute or 30-minute centrally graded essay in the English Composition Test (ECT) for one announced administration during the year.

--Two or three centrally graded essays, administered in one hour, added to the test series of the Achievement Test Program (ATP) for one announced administration.

--A one-hour ungraded writing sample in an announced administration of the ATP.

--A portfolio writing assessment that may or may not be within the framework of the ATP.

The preference votes have been tallied by ETS and the results given to the College Board's Council on Entrance Services. The Council met in March to examine the tally and determine its recommendation to the CEEB Trustees, who will meet on September 7, 1976, to make the final decision for the 1977-1978 testing calendar.[1]

Pros and Cons of Essay Tests

The CEEB Writing Sample, originally instituted in 1960, was a one-hour essay written in the test center. Copies of the ungraded essay were sent to the colleges designated by the student. The test was discontinued in 1968 because its use by colleges declined. Throughout the 1950s, CEEB administered a centrally graded, two-hour general composition essay test, but high cost and low reliability ended this venture in 1956. ETS psychometrists say reliability of essay testing is substantially less than that of objective, machine scored testing, which can, in fact, measure writing skills.

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1. The American College Testing Program (ACT) is also engaged in a comprehensive study of language arts, and is attempting to determine how best to include a writing sample on the ACT test for college admissions.

Despite the ETS claim of reliability for objective tests, however, many educators contend that organizations like the College Board contribute to the problem of poor writing when they require no writing test. The question of national essay testing remains difficult: grading of essays by teachers who must be paid for their time, transportation to and room and board at a grading center, and who must be trained to do so, would increase the already high test costs paid by students.

National Assessment of Educational Programs

NAEP is the federally funded survey by the Commission of the States of the educational attainment of representative samples of Americans. Ten subject areas are assessed every four years. One of them is writing, tested by written essay exercises, and assessed in 1969 and 1974.

The NAEP writing assessment essays are holistically graded. "Holistic" is a name derived from its emphasis on a reader's impression of the whole piece of writing, rather than on a reader's analysis of independent aspects of the whole, such as style, content, organization and mechanics. Holistic scoring techniques have been researched over the past 20 years and have a high reliability factor.

The objectives in the NAEP writing assessment of 1974 provide a commendable model for a high school English department's own composition curriculum. They are:

--Demonstrate ability in writing to reveal personal feelings and ideas through free expression and the use of conventional modes of discourse.

--Demonstrate ability to write in response to a wide range of societal demands and obligations (including correctness in usage, punctuation, spelling, and form or convention as appropriate to particular tasks).

--Indicate the importance attached to writing skills: recognize the necessity of writing for a variety of needs, write to fulfill those needs, and get satisfaction, even enjoyment, from having written something well.

Advanced Placement Program English Examination

Another national system that assesses actual writing by students is superior both as a teaching and measuring model. It is the College Board's Advanced Placement Program Examination in English, a three-hour, centrally holistically graded essay assessment that for 16 years has reflected no score decline. Not every essay is literate, but the general level of literacy is higher each year, the examiners say.

The APP English course description for students preparing to take the exam and the exam itself are closely correlated, and as such are ideal models for both teaching and assessing writing. APP English is designed, of course, for upper level students seeking college credit before attending college, but the principles of the course description and the exam are applicable to any English high school instruction.

For the first time this year, the College Board is offering a free copy of Grading the Advanced Placement English Examination, 1975. It is a report by Ruth F.

Smith, Chief Reader, and explains in detail the procedures for developing grading standards, rigorous training of readers in the use of the agreed-upon standards and grading scale, and the close monitoring of grading standards. Because the APP English exam is intended to help teachers, the essay questions are not kept "secure," but are included in the report. For each of the three 40-minute essay assignments, the report gives the standards for the grading, sample responses from student papers, and the grades actually assigned them.

This free report and the 1975-1976 APP English Course Description are both available from College Board Publication Orders, Box 2815, Princeton, N.J. 08540.

Turning Over a New Leaf

The references annotated in the next few pages may, at first glance, seem to hold more promise for teachers of writing than for the Curriculum Report's more general readership. It was thought, nonetheless, that the discussions of issues, policies, and practices in these resources could be of substantial assistance to administrators and other supervisors in understanding more fully the efforts being made by classroom teachers to strengthen their instruction in composition, and to become more aware of requirements to be met if those efforts are to be successful.

▶ On Writing Well: An Informal Guide to Writing Non-Fiction, by William Zinsser. Harper and Row, 1976.

This paperback grew out of a course the author teaches at Yale University, but both book and course reflect his long career as a writer. He emphasizes the importance and means of achieving unity in various writing forms. Chapters on style, simplicity, audience, word choice, and usage give clear, explicit instruction to the reader-who-would-be-writer. Teachers--and many practitioners of writing--who have had little help from other sources in answering students' questions about how to begin and end their essays will find the chapters on the opening sentence and on the unfettered, unfaltering ending of an article invaluable.

How to get information from live sources through interviews, rather than from library research, is the subject of another chapter that few textbooks, other than those designed for journalism courses, provide.

▶ Writing Without Teachers, by Peter Elbow. Oxford University Press, 1973.

The writing class described in this "how-to" book actually does have a teacher, but that teacher performs along with the students, writing each assignment, participating with them in the roles of writer, editor, and critic. The setting is equally useful for imaginative writing such as poetry and fiction, for development of essays and reports, and for the preparation of all other written forms of communication from memos to lecture texts.

The class group should be small enough so that each member can write something at least once each week, and so that every group member can read and respond to the written work of everyone else in the class.

▶ Measuring Growth in English by Paul B. Diederich.
National Council of Teachers of English, Urbana, Ill., 1974.

The author shares his many years of experience and research in written-essay testing in a well-written, easily understood volume. Diederich shows:

- How to increase the reliability of essay grades to a level that is fair to students.
- How to measure growth in writing ability.
- How to reduce the time and anxiety involved in measurement.
- How to use results in ways that improve relationships between teachers and students.

Supervisors will find the author's step-by-step description of procedures for conducting an all-school or district-wide assessment of samples of student writing exceptionally valuable.

▶ On Righting Writing: Classroom Practices in Teaching English, Ouida H. Clapp, ed.
National Council of Teachers of English, Urbana, Ill., 1976.

This very new anthology is a treasure trove for teachers who may be searching for ways to stimulate students who stare in desperation at the blank paper before them. Teachers and supervisors at all grade levels have contributed ideas on getting the writer started, developing point of view, sharpening writing techniques, clarifying values, and exploring writing systems.

▶ "Focus on Writing," California English, September 1975.
California Association of Teachers of English, 327 Oakwood Place, Menlo Park, Calif. 94025.

The California Association of Teachers of English decided that 1976-76 was to be the "Year of Composition," and English teachers in that state have been putting writing instruction ahead of all of their other academic concerns in recent months. One evidence of this emphasis is provided by the September 1975 issue of the Association's journal, which, as its theme indicates, is given over to articles that are full of new suggestions for teaching composition.

▶ New Approaches to Evaluating Composition, a 56-minute audio cassette.
National Council of Teachers of English, Urbana, Ill., 1974. $5.

This cassette contains material presented at the 1974 NCTE convention. It is one of a number of recordings prepared and distributed by the NCTE on various aspects of instruction in that field.

Exempli Gratia

The Editor Notes The secondary school programs annotated here were selected principally to illustrate some of the steps being taken to reorganize the English curriculum in order to place increased emphasis

on the teaching of writing skills. These "for instances" show, among other things, that strengthening instruction in composition characteristically requires attention to other curriculum issues.

MAINE TOWNSHIP HIGH SCHOOL SOUTH, 1111 South Dee Road, Park Ridge, Ill. 60068
Contact: Marlon Davis, chairman, English Department.

Speaking, writing, reading, and listening are the primary strands in the English curriculum at Maine South, but, of these four, writing receives the major stress. (The school's English program as a whole receives substantial student support as evidenced by the fact that 95 percent of the seniors are currently taking an elective fourth-year course.)

Entering ninth graders are tested and then counseled on the selection of one of the three ability tracks the English Department makes available. One track leads students to an Advanced Placement course in the twelfth grade. Other students, after the freshman year, are free to choose from among 30 electives, which carry phase designations based on level of difficulty. Intensive counseling helps young people in grades 10-12 to make choices most appropriate to their interests, future needs, and current language competence. More than half of the electives are composition-oriented, and in the others, which have a literary or thematic focus, there is a composition requirement of one theme each week.

WINNACUNNETT HIGH SCHOOL, Landing Road, Hampton, N.H. 03842
Contact: Jonathan K. Rice, chairman, English Department.

In grades nine and 10, Winnacunnett High students are enrolled in full-year English courses, which are available at three ability levels plus two remedial levels. A number of semester-length options are then open to eleventh and twelfth graders, and, starting this year, one of a student's choices over those two years must be writing. There are five writing courses, also taught on three ability levels, from which students may choose.

Every effort is made by the administration to keep writing sections within a 15-17 student range. And since every member of the English Department has at least one writing section, students can choose from a wide variety of teacher-time-course combinations in making up their course schedules.

BURBANK SENIOR HIGH SCHOOL, 902 N. Third Street, Burbank, Calif. 91502
Contacts: Dorris Lang, Skip Nicholson, members of the English Department.

Burbank has integrated its former composition program into its junior and senior year semester-length literature courses. In the fall semester, eleventh graders are required to select one of three American literature offerings, and to make another choice from among another set of three options in this field for the second semester. Each of these courses includes a significant amount of composition in its syllabus.

In the twelfth grade, students choose one of three thematic courses for the first half-year, each of which also includes planned work in composition. Electives are available in the last half of the senior year.

To evaluate student achievement in writing, the school district has planned a district-wide testing program for this spring and again for the spring of 1977. The

essays are to be centrally graded by teachers, following a measurement scheme developed by Paul Diederich and explained in his book, Measuring Growth in English.

IOLANI SCHOOL, 563 Kamoku St., Honolulu, Hawaii 96814
Contact: Charles Proctor, chairman, Upper School English Department.

The ninth grade English course concentrates during the first semester on the spoken word and during the second on fundamental reading and writing skills. During the remaining three years, students choose from among 25 half-year electives and a full-year advanced placement course. Five of the 25 electives emphasize writing, but all of the other electives require regular writing practice.

KENNETT HIGH SCHOOL, Kennett Square, Pa. 19348
Contact: W. Richard Brothers, principal.

The eleventh and twelfth grade English program at Kennett High School is an elective one, and the English Department is currently considering how far, if at all, this curriculum pattern should be extended into the two earlier school years. (It appears, at this writing, that the second semester of the tenth grade will be brought into the elective range, but that English instruction in the ninth and the first half of the tenth grades will continue to be of the required, sequential type.)

Upperclassmen must include at least one writing course among their choices of English electives. And teachers are of the opinion that, in general, students' skills have improved as a result of the elective opportunities available to them, especially since they are doing more writing in these courses than often was the case under the traditional course set-up.

BROOKLINE HIGH SCHOOL, 115 Greenough St., Brookline, Mass. 02146
Contact: Donald Thomas, chairman, English Department.

English teachers at Brookline give systematic instruction in syntax, usage, and mechanics in their ninth grade courses, and then review these topics in the sophomore and junior years, using a special booklet they have prepared for this purpose.

Though they do teach and review grammar, they believe that only through constant writing, conferring about what has been written, and revising can improvement in writing ability be achieved.

Once every three years the school employs an outside research team to construct and administer an essay-type test to assess students' writing skills. A copy of the test reports can be obtained from the Center for Field Research and School Services, McGuinn Hall, Boston College, Chestnut Hill, Mass. 02176.

MT. DIABLO UNIFIED SCHOOL DISTRICT, 1936 Carlotta Dr., Concord, Calif. 94520
Contact: Thomas Gage, consultant in curriculum.

Some years ago, five of the eight high schools in this district moved to an all-elective pattern in English. (See the reference to Concord High School in the April 1973 issue of the Curriculum Report.) The other three continued with a more traditional curriculum.

One of the five elective-type schools, Pleasant Hill High, has taken a step back toward a more traditional organization by replacing its elective plan with a block

program. Other moves have also been taken in some of the schools to balance the effect of electives. For instance, one school has set up a departmental writing workshop, and another gives a writing assignment to all ninth graders that is used in tracking them into one of the three levels of tenth grade English. And this year a course in traditional grammar has replaced the one based on generative-transformational grammar.

Concord High School, though, continues its pioneering English structure in which electives are grouped in three "strands"--literature, language, and composition--and students are required to select a course from each strand in each of their four high school years. It is worth noting that, in the last six years, student demand for courses in the composition field has exceeded that in the other areas.

One current district-wide project is unique, but seems promising enough that it ought not to remain so. The district has available seven CETA technicians in composition who have been trained by the consultant in curriculum to provide psycho-linguistic analyses of students' writing, and, through the district's Continuity Project in Writing, assist teachers in developing writing assignments, in working with students on the assignments in either group or tutorial settings, and in evaluating the outcomes.

EVANSTON TOWNSHIP HIGH SCHOOL, 1600 Dodge Ave., Evanston, Ill. 60204
Contacts: Curtis Crotty, John Reque, Malcolm Stern, or Robert Workman, chairmen of the English Departments in this high school complex.

The English Departments in the two school units that make up Evanston Township High School have re-introduced proficiency examinations in grammar and mechanics because they consider proficiency in these areas to be essential for good writing. These exams were administered to all students in grades nine and 10 this past March, and similar tests are being prepared for use at eleventh and twelfth grade levels in the spring of 1977.

These locally-developed tests are designed to show where and for whom reteaching and other reenforcement is needed before school closes for the year. Parents, of course, are notified of their children's scores, and are given other information to assist them in interpreting those scores.

Evanston recently discontinued the nine-week senior-year electives program, which had been operating for five years, in part because that program permitted students to avoid skill training and writing practice. The basic pattern is now sequential four-year programs, given at various ability levels. It is worth noting, though, that this year more seniors than could be accommodated applied for admission to the semester-length elective composition course, which they could take in addition to but not instead of a regular English course.

Two interdisciplinary, remedial laboratories are among the innovations in operation at Evanston this year. One of these is the Basic Skills Center, where the emphasis is on providing students with writing practice during their unscheduled time. The other project, which is federally funded, is the Language Processing Laboratory, where remedial assistance with both reading and writing skills is provided. Both of these two experimental undertakings are sponsored by the school's administration, not by the English Departments. For this reason, inquiries about them should be directed in the first instance to Elizabeth White, assistant principal for instruction in the Bacon School; and in the case of the Processing Lab to Dorothy Magett, principal of the Boltwood School, both within Evanston Township High School.

NEWTON NORTH HIGH SCHOOL, Lowell Ave., Newtonville, Mass. 02160
Contact: Mary I. Lanigan, English Supervisor.

A renewal of concern about mechanics at Newton has resulted in increased attention and effort and in some improvement in writing. When interest in language skills was

at its ebb in the late 1960s and early 1970s, when English teachers were confused about linguistic studies, and when students were eager to express their individuality and concerns about a wretched world, this three-year high school launched its English electives program. The chance to choose and be grouped heterogeneously was what some students wanted. Others, however, could continue curriculum English in tracked sequences. For those wishing electives, 17 semester-long courses in grades 10-12 were instituted. Of these choices, mechanics of writing has grown most in student popularity this year.

The electives represented a moderate shift from tracked sequences, yet never replaced them. The English Department sorted traditional reading, writing, language, speaking and media syllabi into three categories when they designed the electives. Students who opted for electives were required to register for three semesters of electives and to choose one from each category.

Although student interest in the half-year courses has been sustained, this year more students have opted to continue in the tracked sequence.

A Further Note The following are examples of innovative efforts by colleges and universities to upgrade the writing abilities of their students. These post-secondary school annotations have been included because, many times, such college-level programs provide inservice development opportunities for high school teachers. In addition, they can provide models for revising secondary school composition instruction.

e 9 WRITING CENTER, Chicago State University, 95th St. and Martin Luther King Dr., Chicago, Ill. 60619
Contact: Rosemary Hake, director.

Chicago State's "war against bad writing" is a coordinated effort by 10 part-time instructors, a group of tutors and graders, and a computer. Students with writing problems are spotted through a required diagnostic test at the point of entry, either from secondary school or by transfer. The computer processes the graders' scores on grammar, punctuation, and essay construction, and the results determine the individual student's composition course placement.

Those whose scores fall below the acceptable level are placed in a beginning writing course. After eight weeks in this remedial course, students take another essay test, and if they pass this they move into a higher level composition course.

In the remedial course, students learn by using units called "maps," which are formulas students can use in writing essays. This system, which was developed by Professor Hake, is detailed in a workbook/text titled Maps, Metaphors, and Models for Composing the Essay, which can be purchased in mimeographed form for $3.50. It is or will shortly be available in book form from the Kendall/Hunt Publishing Company in Dubuque, Iowa.

The system is now being used by several other colleges and at least two high schools in the Chicago area, as well as by the University of Maryland and schools abroad.

e 9 BAY AREA WRITING PROJECT, School of Education, University of California, Berkeley, Calif. 94720
Contact: James Gray, director.

The Writing Project got underway when 25 public school teachers and a group of college faculty members began exchanging ideas and philosophies about how to improve writing instruction in Bay Area schools. The Project's intent is "to create a model of

cooperatively planned university/school programs...to promote and guarantee the continued education of classroom teachers."

The project has now moved into a second stage that involves local school administrators in the Bay Area who are making commitments of time and money for a variety of inservice courses, demonstrations, and field studies.

One ripple effect has been the organization of a consortium of East Bay colleges and universities. The consortium is funding participants in a summer program and in a year-long project for writing teachers in East Bay Area high schools.

THE WRITING PLACE, School of Education, Northwestern University, 2003 Sheridan Rd., Evanston, Ill. 60201
Contact: Wallace A. Douglas, director.

This unique facility is a "drop-in center" for undergraduates, graduate students, and even some professors. The Writing Place is an attractively furnished room that offers tutoring, reference materials, and a quiet, comfortable place to work. It is open two mornings, one afternoon, and four evenings--a total of 22 hours--each week.

Available at the Center are dictionaries, handbooks, manuals of style, research guides, other books and magazines, examples of student writing, and copies of student essays on the topic, "How I Write." Four undergraduate tutors take turns staffing the Center. They are also responsible for preparing the Center's monthly publication, "The Rough Draft," which is available to anyone who drops in at the Center. The tutoring emphasizes writing as a process that takes a good deal of time and involves several different kinds of activities. The tutors use a scheme of "stages" to suggest the mental and physical acts making up the writing process. They are: understanding the assignment; developing an approach; gathering ideas and materials; organizing ideas and materials; writing a rough draft; revising; and proofreading and making final copy.

KUDOS.....The material for this Curriculum Report was developed by Barbara Panwitt. An English teacher at Evanston Township High School for 20 years, she is author of The Art of Short Fiction (Ginn & Co. 1964); Inward Vision: Toward Imaginative Writing (The Independent School Press 1971); The Art of Composition (Silver Burdett 1975); and co-author of Contemporary English Curriculum (Silver Burdett 1973, 1976).

Curriculum Report is a publication of the National Association of Secondary School Principals, 1904 Association Dr., Reston, Va. 22091, and is sponsored by the Association's Curriculum Committee. The *Reports* are distributed without charge to all NASSP members. Additional copies may be ordered: single copies, 50¢ each; 2-10 copies, 30¢ each; prices for larger quantities on request. *Payment must accompany orders of $10 or less.*

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